

The Influence of Self-Efficacy and Motivation on Entrepreneurial Interest in Economics Education Students at the University of Riau

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Abstract

This study aims to determine the effect of self-efficacy and motivation on the interest in entrepreneurship in Economics Education students at the University of Riau. The population in this study were active students of the 2019, 2020, and 2021 Economic Education classes at the University of Riau, totaling 75 students. The sampling technique used a simple random sampling technique. The data collection method used a questionnaire, and the data collected was then tabulated and analyzed using multiple linear regression. Hypothesis testing is done by F test and t test. Based on the results of self-efficacy research, and motivation have a positive and significant effect on the interest in entrepreneurship both simultaneously and partially.

Keywords: Interest in Entrepreneurship, Self-Efficacy, Motivation



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INTRODUCTION

Unemployment and poverty can occur if the number of job opportunities offered from various sectors is not balanced with new job offers from graduates produced from all levels of education, both from the junior high school (SMP) level for those who do not continue their education up to tertiary education at all levels. This is a concern for all of us, especially for workers who are educated, uneducated, unskilled, and/or workers with low education if they are not accommodated in formal employment, then the solution is to be equipped with entrepreneurial skills so that when they graduate from school or college in the middle of the road they can still earn income which ultimately achieves the desired welfare without relying only on being an employee or employee.

Intense competition in the job market to get the job they want, makes students have to try to take advantage of existing opportunities to start their own business (Alimuddin, 2021). Therefore, Economics Education must produce graduates who, apart from being ready to work in industry, also have an interest in and an entrepreneurial spirit. Interest according to Slameto (2015) is interest is a feeling of preference and a sense of interest in something or activity, without any coercion. This means that if someone has a high interest in something then that person will try to be able to do that. Meanwhile, what is meant by an entrepreneur is someone who has creativity and is also innovative so that he is able to explore and find business opportunities and turn them into businesses that can generate profits (Basrowi, 2016).

Entrepreneurial interest is a person's interest in creating a business or business by seeing the opportunities that exist around him and having the courage to take risks that might occur in running his business (Atmaja & Margunani, 2016). An entrepreneur must dare to take risks means having the courage to be mentally independent and start a business in an uncertain situation without fear and anxiety. The opinion above explains that it is necessary

to take action to stimulate interest in entrepreneurship so that life is no longer dependent on other people. According to Safari quoted in Nurhadifah (2018) for interest in entrepreneurship, each indicator can be explained as follows:

1. Feelings of pleasure. Individuals or students who feel happy or like a compulsion in their hearts are actually motivated to continue entrepreneurship. Therefore, feeling happy will motivate students to continue entrepreneurship.
2. Interest. Feelings are attracted to entrepreneurship or it can be an affective experience stimulated by the entrepreneurial activity itself. Usually individuals or students are interested in doing business activities due to several factors such as experience and hobbies or pleasure.
3. Caution. Attention is an activity to make observations and understanding. Individuals or students who have an interest in certain business activities with this attention will foster a sense of wanting to do entrepreneurship.
4. Engagement. Involvement is an effort to carry out business activities, able to understand matters relating to entrepreneurial activities, always affective, have a desire to be entrepreneurship, and always follow developments that occur in the field of entrepreneurship.

Education is very important because with education a person can equip himself with knowledge to compete and defend himself. In addition, with education it will change one's mindset for the better (Wahyuni, et al., 2019). Riau University College in the Economic Education Study Program provides formal entrepreneurship education in the form of Entrepreneurship Courses and Entrepreneurship Practice Courses. With these two courses, of course, it can motivate Riau University Economics Education students to increase their entrepreneurial intensity.

Entrepreneurs are people who create jobs for other people by establishing, developing and being willing to take personal risks in finding opportunities, trying and creatively using the potentials that exist in themselves to identify, manage and determine production methods, arrange operations for procuring products, marketing them and managing operating capital. To be able to be independent and not tied to other people, one needs to believe in oneself, be oriented towards results and achievement, be steadfast, innovate a lot, be creative, be ready to face challenges and take risks, respect time, and be far-sighted (Riyantama, 2020).

There are several factors that affect a person's interest in entrepreneurship, including self-efficacy and motivation. According to Indarti (2010) Self-efficacy is a person's belief in his ability to complete a job. Or in other words, a person's motivational condition that is based more on what they believe than what is objectively true. Personal impressions like this play an important role in developing student interest. The success rate of entrepreneurship depends on how much self-efficacy exists in these students. So, the greater the self-efficacy possessed by students including Economics Education students, the greater their efforts to realize the goals to be achieved. In addition to self-efficacy, the motivation that students have also encourages them to become entrepreneurs. An entrepreneur will not succeed if he does not. If there is confidence and courage in students to do entrepreneurship, then it really needs to be grown in students so that students' interest in entrepreneurship is realized as an entrepreneur.

Self-efficacy has a very important role to develop and increase students' interest in entrepreneurship. Self-efficacy is an individual's belief in his own ability to organize and implement actions to produce the desired achievements and results (Bandura in Sihaloho, 2018). So, self-efficacy acts as a driver of interest itself. Someone who has high self-efficacy for

entrepreneurship, makes him even more eager to start, run and develop his own business. Based on confident, creative and innovative capital, able to analyze and take advantage of existing business opportunities, and dare to take risks that will occur, make and direct one's career choices including Economics Education students as successful entrepreneurs.

Self-efficacy and motivation that has been realized by students for entrepreneurship can be channeled through MBKM, namely the WMK (Independence Entrepreneurial) program. Currently there is an entrepreneurship program that makes students the target of an entrepreneurship program. The Independent Entrepreneurial Program is a program from the Ministry of Education and Culture, the Ministry of Finance and LPD. This program has a focus on triggering student entrepreneurship interest with certain conditions related to participating universities and students in tertiary institutions. With the help of MBKM, students are given the facilities to carry out their interest in entrepreneurship.

This agrees with Lisdaanti et al., (2021) which states that opening a business requires confidence in one's own abilities that the business will be successful, this is what will motivate someone to dare to start a business. If someone does not believe in their abilities, it is unlikely that person will be interested in entrepreneurship. Based on a pre-survey that I conducted on Economics Education students at the University of Riau, it was stated that interest in entrepreneurship was still low for students of economics education, because out of 295 students of the economics education study program, only 15 students owned businesses. This means that only a few students have the interest to enter the business world. Based on the above phenomena, student interest in entrepreneurship is still far from expectations. To deal with the problem of unemployment among college graduates, it is necessary to develop entrepreneurship on campus.

The factors that influence a person's interest in entrepreneurship are extrinsic factors and intrinsic factors. In this extrinsic factor comes from outside the student's self which influences interest in entrepreneurship because of opportunities, family environment, community environment, and education. While these intrinsic factors arise due to the influence of stimulation from within students as a driving force for entrepreneurial interest because of income, self-esteem, and feelings of pleasure. Based on the description and background that has been put forward, this research was conducted to determine the effect of self-efficacy and motivation on the interest of Economics Education students at the University of Riau.

RESEARCH METHODS

This type of research is a quantitative descriptive research. This research was conducted at the Economics Education study program at the University of Riau. The population that is the focus of this study is active students of Economics Education at the University of Riau. Based on this, the population is 75 students. The sampling technique used in this study was simple random sampling. The data collection method used a questionnaire which was directly distributed to the respondents. The data analysis technique used in this study is multiple linear regression analysis. The purpose of this descriptive research is to make a systematic, factual and accurate description of hostages or descriptions of the facts and characteristics of the population for a particular area (Almasdi Syahza, 2014). The results of the analysis are used to determine the effect of self-efficacy and motivation on the interest in entrepreneurship in Economics Education students at the University of Riau.

RESEARCH RESULTS AND DISCUSSION

Descriptive Analysis

Descriptive analysis is statistics used to analyze data by describing or describing the data that has been collected.

Table 1. Frequency Distribution of Self-Efficacy

Interval	Respondents' Responses	Frequency	Percentage (%)
33,7-40	Very good	54	72%
27,3-33,6	Good	16	21,4%
20,9-27,2	Pretty good	4	5,3%
14,5-20,8	Not good	1	1,3%
8-14,4	Very Not Good	-	-
	Total	75	100%

Based on table 1 it can be seen that as many as 54 students 72% have very good self-efficacy. This is because the average total score of the respondents' answers is in the range of a total score of 33.7 – 40 with a total score of 40. It can be concluded that the level of self-efficacy in general for students of Economics Education at the University of Riau is categorized as very good. This means that most students have very high efficacy in Entrepreneurial Interests. Having very high self-efficacy is of course beneficial for oneself or the individual because it will make a person more prepared to work harder, always ready to participate in doing work, so that work is completed as desired.

Table 2. Distribution of Motivational Frequency

Interval	Respondents' Responses	Frequency	Percentage (%)
33,7-40	Very good	39	52%
27,3-33,6	Good	30	40%
20,9-27,2	Pretty good	5	6,7%
14,5-20,8	Not good	1	1,3%
8-14,4	Very Not Good	-	-
	Total	75	100%

Berdasarkan tabel 2 dapat dilihat bahwa sebanyak 39 mahasiswa 52%. Hal ini dikarenakan rata-rata total nilai dari jawaban responden pada rentang total nilai 33,7 – 40 dengan total nilai 40. Maka dapat disimpulkan bahwa tingkat motivasi secara umum pada diri mahasiswa Pendidikan Ekonomi Universitas Riau dikategorikan sangat baik. Selain itu dengan memiliki motivasi yang sangat baik tentu saja akan membuat mahasiswa menjadi lebih bersemangat dan lebih maksimal lagi dalam melakukan pekerjaan atau usaha.

Tabel 3. Distribusi Frekuensi Minat Berwirausaha

Interval	Respondents' Responses	Frequency	Percentage (%)
33,7-40	Very good	40	53,3%
27,3-33,6	Good	29	38,7%
20,9-27,2	Pretty good	5	6,7%
14,5-20,8	Not good	1	1,3%
8-14,4	Very Not Good	-	-
	Total	75	100%

Based on table 3, it can be seen that the Interest in Entrepreneurship variable is in the very good category, namely 40 students 53.3%. This is because the average total score of respondents' answers is in the range of a total score of 33.7 – 40 with a total score of 40. It can be concluded that the level of interest in general entrepreneurship among students of Economics Education at the University of Riau is categorized as very good. This means that most students have a very high interest in entrepreneurship.

Table 4. Normality Test Results

		Unstandardized Residual
N		75
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	2,14857288
Most Extreme Differences	Absolute	,106
	Positive	,098
	Negative	-,106
Kolmogorov-Smirnov Z		,915
Asymp. Sig. (2-tailed)		,372

Based on the results of the Normality Test, a significant value of 0.372 is obtained, this value is greater than the alpha value, which is 0.05, thus the residual data from the *regression model is declared normally distributed because it has a sig value > 0.05.

Table 5. Linearity Test Results of Self-Efficacy Variables

		Sum of Squares	df	Mean Square	F	Sig.	
Interest in Entrepreneurship * Self Efficacy	Between Groups	(Combined)	830,546	14	59,325	9,150	,000
		Linearity	717,445	1	717,445	110,660	,000
		Deviation from Linearity	113,101	13	8,700	1,342	,215
	Within Groups		389,001	60	6,483		
	Total		1219,547	74			

Based on the anova table sig. From Deviation From Linearity is 0.215 meaning this value is from 0.05 (0.215 > 0.05). Thus it can be concluded that the effect of self-efficacy variables on the interest in entrepreneurship is linearly significant.

Table 6. Linearity Test Results of Motivational Variables

		Sum of Squares	df	Mean Square	F	Sig.	
Interest in Entrepreneurship * Self Efficacy	Between Groups	(Combined)	955,488	17	56,205	12,133	,000
		Linearity	839,066	1	839,066	181,122	,000
		Deviation from Linearity	116,423	16	7,276	1,571	,107
	Within Groups		389,001	264,058	57	4,633	
	Total		1219,547	1219,547	74		

Based on the anova table sig. From Deviation From Linearity is 0.107 meaning this value is from 0.05 (0.107 > 0.05). Thus it can be concluded that the effect of self-efficacy variables on the interest in entrepreneurship is linearly significant.

Table 7. Heteroscedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1,598	1,584		1,009	,316
	Self Efficacy	-,036	,076	-,092	-,474	,637
	Motivation	,035	,065	,103	,535	,595

Based on the results of the Heteroscedasticity test with the Glejser Test, it is known that the sig value of each variable is greater than 0.05, or the Sig value > 0.05. Therefore, it can be concluded that there is no heteroscedasticity.

Table 8. Autocorrelation Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,848 ^a	,720	,712	2,178	1,771

Based on the autocorrelation test results, it can be seen that the Durbin Watson value is 1.572. Then it can be seen that the dl value is 1.5709 and the du value is 1.6802. Then it can be concluded as follows:

- $d = 1,771$
- $dl = 1,5709$
- $du = 1,6802$
- $4 - dl = 4 - 1,5709 = 2,4291$
- $4 - du = 4 - 1,6802 = 2,3198$

This means $du < d < 4 - du$, it can be concluded that $1.6802 < 1.771 < 2.3198$, meaning that the regression model does not have autocorrelation.

Table 9. Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.558	2.248		2.028	.046	
	Self Efficacy	.308	.108	.294	2.862	.006	.370 2.703
	Motivation	.533	.092	.596	5.816	.000	.370 2.703

a. Dependent Variable: Entrepreneurial Interest

Based on table 9 above, it can be seen that the Tolerance value is 0.370 and the VIF value is 2.703 (Self-Efficacy and Motivation Variables). This means that the variable is free from the classical multicollinearity assumption, because the results of all variable VIF values are smaller than 10.

Table 10. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	4,558	2,248		2,028 ,046
	Self Efficacy	,308	,108	,294	2,862 ,006
	Motivation	,533	,092	,596	5,816 ,000

Based on the table above, the multiple linear regression equation can be arranged as follows:

$$Y = a + b_1X_1 + b_2X_2 + e$$

$$Y = 4,558 + (0,308)X_1 + (0,533)X_2 + e$$

The regression equation above is used to predict the tendency of the decision to choose based on the assumption that one of the independent variables is controlled:

1. The value of $a = 4.558$ is a constant value when the independent variables are considered zero. Then the value of interest in trying is considered to be of constant value.
2. The regression coefficient of the Self-Efficacy variable is 0.308, which states that for every 1% addition of the variable, the Self-Efficacy value increases the Efficiency value by 0.308.
3. The regression coefficient of the Motivation variable is 0.533 stating that for every 1% addition of the Motivation value, the Motivation value increases by 0.533.

Table 11. F Test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	877.936	2	438.968	92.519	.000 ^b
	Residual	341.611	72	4.745		
	Total	1219.547	74			

Based on the results of the F test, it can be seen that the calculated F value is 92.519 with a Sig value of 0.000. It can be seen that the calculated F value > F table or 92.519 > 2.726 and the Sig value is 0.000 < 0.05. So it can be concluded simultaneously the independent variables affect the dependent variable.

Table 12. T Test

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.558	2.248		2.028	.046
	Self Efficacy	.308	.108	.294	2.862	.006
	Motivation	.533	.092	.596	5.816	.000

Based on the results of the t test, the following hypothesis testing can be carried out:

1. Hypothesis Testing H1. It is known that the Sig value for the effect of X1 on Y is 0.006 and the calculated t value is 2.862. Then we can get a Sig value of 0.006 < 0.05, and a calculated t value of 2.862 > 1.992. So it can be concluded that Ha is accepted, which means that there is an influence of X1 on Y.
2. Testing the H2 Hypothesis. It is known that the Sig value for the X2 effect on Y is 0.000 with a calculated t value of 5.816. Then it can be obtained that the Sig value is 0.000 < 0.05, and the calculated t value is 5.816 > 1.992. So it can be concluded that Ha is accepted, which means that there is an influence of X2 on Y.

Table 13. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848 ^a	.720	.712	2.178

Based on the results of the Determination coefficient, it can be seen that the Adjust R Square value is 0.712 or 71.2%, which means that the independent variables (Self-Efficacy and Motivation) have an effect of 71.2% on the Dependent variable (Interest in Business). While the remaining 28.8% is influenced by other variables or variables not examined in this study.

CONCLUSION

Based on the results of research on the Effect of Self-Efficacy and Motivation on the Interest in Entrepreneurship of Riau University Economics Students, it can be concluded that 1) Self-efficacy has a positive and significant effect on the interest in entrepreneurship of Riau University Economics students. This shows that the better the student's self-efficacy, the higher the student's interest in entrepreneurship. 2) Motivation has a positive and significant effect on the interest in entrepreneurship of students of Economics education at the University of Riau. This shows that the better the student's motivation for entrepreneurship, the higher the interest in carrying out student entrepreneurship activities. 3) Self-efficacy and motivation have a positive and significant effect of 71.2% on the interest in entrepreneurship for economic education students. Because students who have a high interest in entrepreneurship need self-efficacy and motivation.

The expected recommendations are that students should not only expect to find a job after graduation but also be able to take advantage of opportunities to create a job and students should have high entrepreneurial motivation to be interested in the world of entrepreneurship. In addition to generating high entrepreneurial motivation to be interested in the world of entrepreneurship.

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